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AUTHOR	Nevin, Ann, Ed.; Renne, Diane, Ed.
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ABSTRACT

This document presents 13 detailed lesson plans for use with limited English speaking students in grades K-12 who also have disabilities. Although the formats vary, each lesson plan usually provides information on learning objectives, appropriate grade level, type of disability, correlation with national or state standards, subject areas integrated, materials needed, teaching procedures, and assessment. The subjects the lesson plans cover include public speaking, self-evaluation, spelling, vocabulary development, reading comprehension, oral language expression, geography, technology, listening skills, map reading, problem solving, money skills, and word problems. Each lesson plan contains references. (DB)

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ED 467 482

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Using Sheltered English and Other Techniques Specifically Designed Academic Instruction in English for K-12 English Language Learners with Disabilities

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Edited By

Ann Nevin and Diane Renne
Department of Special Education

Spring 2002

EC 309124

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The lesson plans* in this document were collaboratively developed and edited by
Dr. Ann Nevin and Dr. Diane Renne
and
Spring 2002 Special Education Interns
in partial fulfillment of the requirements for
SPE 324: Methods in Cross Categorical Instruction
Arizona State University West, College of Education, Phoenix, AZ

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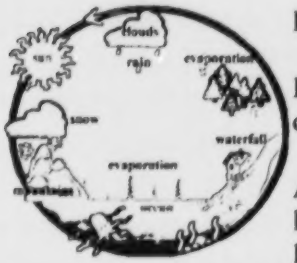
A Sheltered English Lesson for Dual Language Learners with Disabilities

Demonstration by Dr. Ann Nevin for SPE 323 Spring 2002
Arizona State University West College of Education

[Lesson collaboratively planned by Dr. Carol Beckett and Ann Nevin, Dr. Nevin implemented the lesson while Dr. Beckett evaluated and provided constructive criticism, as she requested, for Dr. Nevin's monitoring of student's affective filter, the feeling tone of the lesson, and the pacing.]



Lesson Topic/Title: The Water Cycle****

Focus Question: What is "Ground Water" and Where does it come from?

Age/Grade Level/Type(s) of Disability: This is a generic lesson that could be used to teach the basic water cycle for K-12 learners at any level of proficiency in learning English as a second language. In addition, students with learning disabilities will appreciate the visual and auditory rehearsal; the students with emotional handicaps may appreciate the unexpected yet predictable nature of the Jazz Chant; students with mental retardation will enjoy the hands-on science demonstration and concrete examples of how ground water is formed; and students with Traumatic Brain Injury will appreciate the repetition and comprehension checks. All students will experience support through the use of a cooperative classroom approach with partners paired to discuss, practice their language, and share their answers.

Learning Objectives: Key elements of The Water Cycle and 4 skill areas in English (Listening, Speaking, Reading, Writing)

Arizona Language Arts Standards 1, 2, 3, and 4; and Arizona Science Standards

Content Obligatory: Science-related Vocabulary (precipitation, rain, clouds, ocean, river, ground, snow), Grammar (*rain, raining,* and *falling*; use of simple past (*I got wet, I stayed outside*) and past continuous (*It was raining, It was falling*). Notice how past continuous is used to describe the setting while the simple past introduces the action.)

Content Supportive: Phonics

Planned

Sheltered English techniques: *Graphic Organizer, Check for Understanding, Active Student Participation*

Explore: Teach the Vocabulary

Planned
Sheltered English techniques: *Use Jazz Chant** ["Rain" In C. Graham, undated*****]

Link vocabulary and language to prior knowledge (Pictorial relationship of key words in the Water Cycle)

Integrate culture of the learners

Reward all attempts at using English language expression

Use "word wall" (picture of Water Cycle to show precipitation, rain, cloud, ground, snow, river flows, ocean)

Teach the Chant***

Planned
Sheltered English
techniques: *Modeling, Choral responding*

Extend: Pre-writing Activity: Develop the Word Wall (apply different vocabulary)
Working in partners, have the students write on a 3x5 card the words "Ground Water" for later as a comprehension check when they will place the card on a visual display of the Water Cycle to show there answer to the question, "Where might you find ground water?"

Planned
Sheltered English
techniques: *Use 'extra linguistic clues' such as gestures, facial expressions*

Comprehension of Observed Science Demonstration: With a model which displays layers of dirt over rocks contained in a wide-mouthed mason jar, use a watering can with a sprinkler to pour water until ground becomes soaking wet, and water can be seen trickling down through the layers of dirt, and gradually covers the rocks at the bottom of the jar. (This essentially shows that ground water is not seen above ground and helps observers to SEE the answer the question, "Where does Ground Water come from?") [Note: If possible, have the children repeating the "Rain" Jazz Chant as the water is poured and poured and poured....]
Ask students to find the pockets of water between the rocks, ask, "What would happen if you drilled a well and put a pipe into that pocket? Do you think you could drink that water?"

Planned
Sheltered English
techniques: *Partner Learning*

Share Answers

Planned
Sheltered English
techniques: *Sensitive error correction, Encourage taking risks to Express in English*

Assessment:

Continuous monitoring and adjusting of teacher language to coax and encourage student expressive language;
Teacher monitoring of student's affective filter (CALP and BICS)

Teacher monitoring of Comprehension of Science Demonstration (Partners orally share answers to comprehension questions.)

Planned

Sheltered English techniques: *Partners discuss and orally share answers to:*

1. *"Where should we place the label 'ground water' in the visual picture of the Water Cycle?"*
2. *"What do you call Ground Water when you can see it?"*

Develop classroom activities to address systematic or recurring errors.

Closure: CELEBRATION: All Partners stand and applaud as they recite the Jazz Chant one more time.

Arizona Standards** Addressed in Sheltered Science Demonstration

Science

Foundations Level of Performance (Grades 1-3)
6SC-F1. Describe the basic earth materials (rocks, soils, water and gases) and their physical properties
Essential Level of Performance
6SC-E6. Describe the distribution and circulation of the world's water through ocean currents, glaciers, rivers, ground water and atmosphere
(Grades 4-5)
PO 1. Explain how water is cycled in nature
PO 2. Identify the distribution of water on earth, underground and in the atmosphere
(Grades 6-8)
PO 1. Describe the role water plays within the operation of the earth
PO 2. Describe the movement of water on the earth
Proficiency Level of Performance (Grades 9-12)
6SC-P5. Identify, investigate and predict the factors that influence the quality of water and how it can be reused, recycled and conserved

[1] See Center for Improved Engineering and Science Education Global Water Sampling Project: An Investigation of Water Quality for integrated lessons.

Language Arts Standards and Performance Objectives

Dr. Beckett (Dr. Nevin's Sheltered English coach) says,"It is not likely that a teacher would include all of these standards and performance objectives for any one lesson. This is a demonstration to show that it is possible to extend any lesson to include multiple levels of competence—something that special educators must be able to do all the time!"

Standard 3: Listening/Speaking

Readiness: Listen and respond to stories, poems, and nonfiction
Foundation: Prepare and deliver information
Essential: Interpret and respond to questions
Proficiency: Deliver oral interpretation
Distinction: Delivery creative and dramatic interpretation

Standard 1: Reading

Foundation: R-F2 Use word recognition and decoding strategies
PO1 Derive meaning using phonetic and picture clues
Essential: R-E1 Use structural analysis skills
PO3 Confirm meaning of words using context clues
Proficiency: R-P1 Apply reading strategies
PO4 Extend ideas presented in the text

Standard 2: Writing

Readiness: W-R2 Spell simple words
PO 1 Apply letter/sound relationships as emergent writers
PO3 Use active voice as appropriate to purpose
Distinction: W-D1 Expand writing experience by experimenting with language, etc.

Standard 4: Viewing and Presenting

Readiness: Identify events or information from visual media
Essential: Plan and present a report using two or more media (e.g, words and pictures)

References

*Rain (pp. 7-9). In C. Graham (undated). Jazz Chants Audiotape. Jazz chants teach the rhythm of the language, allow students to practice predictable language, provide easy reading for beginning English learners, and teach specific forms of grammar.

**Arizona Department of Education. (2002). Arizona Standards for Language Arts, Mathematics, Science, Social Studies, and Workplace. [Retrieved for the World Wide Web 3/7/02 http://www.ade.state.az.us/standards/contentstandards.asp].

***Walters, T. (1996). The Amazing English! How To Handbook: SDAIE Lesson Plan Format derived from (p. 90). NY: Addison-Wesley.

****EPA (2001). The Water Cycle at Work."Water never stops moving. Snow and rain fall to the earth from clouds. The rain and melted snow run downhill into rivers and lakes, sometimes crashing over waterfalls. Eventually the water flows into the ocean. During evaporation, the water turns from liquid into gas, and moves from oceans and lakes into the atmosphere where it forms clouds. Then the cycle begins all over again." [Available Online: http://www.epa.gov/OGWDW/kids/cycle.html, maintained by the United States Environmental Protection Agency, Office of Water.

*****The Jazz Chat (Call and Response in Two Voices)

Rain

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It was raining, raining, raining hard.
It was falling on my head.

It was falling on the stars.
It was falling on the sun.
It was falling on my shoes.
I got soaking wet.
I got soaking wet.
But I stayed outside.
I stayed outside.
The rain was sweet.
The rain was warm.
The rain was soft.
It reminded me of home.

It was raining, raining, raining hard.
It was falling, falling, falling on the stars.
It was raining, raining, raining hard.
It was falling, falling, falling on the stars.

Soft rain
Raining, raining
Sweet rain
Raining, raining
Warm rain
Raining, raining
Sweet soft Raining, raining
Warm rain Raining, raining
Sweet soft Raining, raining
Warm rain Raining, raining

Enrichment Lessons from the Sheltered English Science Demonstration

Oral Language Enrichment Lesson

Using as many different words as you can, write a Jazz Chant in Two Voices to answer the question, "What is ground water when you can see it?"

Example Created by Ann Nevin, Carol Beckett and Toni Hood
(Jazz Chant in Two Voices with Onomatopoeic^)

It's the river Splish splash
It's the ocean Splish splash
It's the puddle Splish splash
By the log. Splish splash
It's the pond Splish splash
It's the seepage Splish splash
It's a swamp Splish splash
It's a bog. Splish splash

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It's a wash Splish splash (whispered)
It's a wadi Splish splash (whispered)
It's a flood Splish splash
It's a brook Splish splash
It's a lake Splish splash
It's a stream Splish splash
It's everywhere Splish splash
You look. Splish splash

[^ Defined as "–the use of words whose sounds reinforce their meaning or tone as in poetry)" in Merriam-Webster New World Dictionary (1994). p. 947.]

Written Expression Enrichment Lesson

In your daily journal, write 3 sentences about what you learned in The Water Cycle science experiment. Draw a picture to help you explain. [Remember to use correct capitalization, use correct punctuation, and use a noun and a verb in each sentence.]

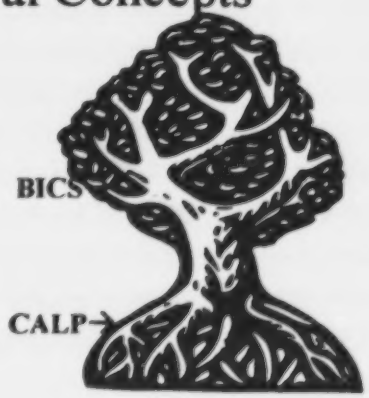
Science Enrichment Lesson

With your science partner, join another partner team and design a Ground Water Demonstration. You will use division of labor: one draws the design, another person labels it, a third person collects the equipment, and a fourth coordinates the Building Project. All 4 of you make the demonstration. One decision you must make as a whole team of 4 is to decide what materials to use. For example, you may decide to use sand and pebbles. Or dirt and rocks. Or Arizona caliche. Or oil spill on dirt and rocks. etc. Use 2 social skills (paraphrasing and asking for reasons what your team members think the selection of materials will illustrate about Ground Water). You select one person to explain the design to the whole class and another person to report what you learned from doing the demonstration.

[Acknowledgement: Images and gifs are provided gratis by Colorado University Social Sciences Lab http://socsci.colorado.edu/GIF/search.html }

ESL/Sheltered English Survival/Thrival Concepts

- **BICS (Basic Interpersonal Communication Skills)** are most visible, acquired within 2 years, allow *conversational fluency*
- **CALP (Cognitive Academic Language Proficiency)** are least visible, deeper level of language acquired between 5-7 years, allow *academic proficiency*



Excerpted by Dr. Ann Nevin for BLE407, from Walter, T. (1996). Amazing English! NY: Addison-Wesley.

Oral Language

This lesson plan is for K-3rd grade students with SLI/LD.

Time Required: 45 minutes

Materials Needed: Overhead spinners (one for higher level students and one for lower level students)

Talking stick
Popsicle sticks
Glue
Shape for sticks
Test Cards
Paper/pencil

Short Term Instructional Objective: At the end of the lesson, the students will be able to write the number (1) when shown the number word (One) with 70-100% accuracy as determined by teacher assessment.

Before starting the lesson we will go over what is written on the board and go over what is expected.

TEST:
Put the overhead spinner on.
Ask: Can all of you count 1-10?
Choral response: Yes
Say: Let try. Point to each number word while the students are counting.
Choral response: 1,2,3,.....
Point to the word "ONE" on the overhead.
Ask: Does this look like number 1?
Choral response: No
Point to the word "TWO". What about this one, does this look like the number 2?
Choral response: No
Say: Your right. It doesn't look like those numbers, but they say those numbers.
Go over the words "ONE-TEN"
Ask: Why is it important to know what numbers are spelled like?
Choral response: (Answers will vary).
Say: Great answers. Plus all of you will need to know when you read a book and when you read math word problems.

Introduce the talking sticks.

OPERATE:
Tell: All of you are going to take a turn and come up here to the spinner and spin it. The number word that you land on is the word you have to put in a sentence. Let me give you an example of what you need to do.

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Example: If the spinner lands on 10. You would say, "I have ten horses at home."

Tell: That was an example so you can't copy it and you can't copy anyone else. You have to make up your own. I know all of you can do it. Remember the person holding the talking stick is the only one that can talk. Okay.

Let the students take turns spinning and making sentences.*

After all students are finished

Stop using the talking stick.

Say: Each one of you is going to pick a word from the spinner overhead. The word that you pick is the word that you are going to put in a sentence and tell that sentence to your partner. Both of you have to be good listeners because when your done sharing your sentence with your partner, your going to tell your partners sentence to the group. Let me give you an example.
Get a student to be your partner. Pick a word and tell your partner a sentence with the word in it. Let the student pick a word and tell you a sentence with the word in it. Then tell the group "(The student's name)'s sentence was _____." Let the student tell your sentence to the group.

Put the students in partners or let them choose their partners. Let the students begin. Begin using the talking stick again and let each student tell their partner's sentence to the group. *

TEST:
Say: Now what we are going to do is see how much we learned. What you are going to do is look at the word I hold up, your going to read it, and then you are going to write the number the word says. Give them an example. Pass out paper and pencils. Begin showing them the flash cards. Let them look at the lower level overhead if needed.

Go over again why it is important to recognize these number words.

EXIT:
Celebrate!
Say: All of you did such a great job and listened very well. So now as a celebration all of you get to make your own talking stick. Pass out sticks and let the students choose the designs they want to glue on. Have one student get glue for everyone. Let them know to put their names on the stick so they can use it every time Ms. Fogg teaches a lesson.

*Verbally praise

Arizona State Standards for Students:

Language Arts
Standard 1: Listening and Speaking
LS-R3 Share ideas, information, opinions and questions

Mathematics
Standard1: Number Sense
1M-R4 Recognize relationships between concrete representations, number names, and symbolic representations of numbers (e.g. the numeral3 and the word three)

Workplace Skills
Standard 1:
1WP-F3 Apply critical listening skills
PO 1. Listen effectively
1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively
PO 1. Participate in groups
PO 2. Speak to a group

Discipline System: The teacher will go over the rules (what is expected) before the lesson begins and the talking sticks will be used. Students will be reminded that they are being used if talking out of turn occurs. The student will be warned once and then put on steps (Make-your-day) if needed.

Self-Determination Skills:
Choice and Decision Making
Problem-Solving

Sheltered English:

C. "Sheltered" Content Instruction

6. Engages students in active participation activities and responses

F. Classroom Climate

5. Rewards all attempts at language

Monitoring System:

The teacher monitors the students' progress, suggested by Lovitt (pg.123), by administering a questionnaire following the lesson.

Best Teaching Practice:

This lesson is an example of best teaching practices, stated in Bos & Vaughn (chapter 3), because the teacher uses modeling to demonstrate what is expected.

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Rationale for Cross Categorical Teacher Actions:

Students with speech and language impairments/learning disabilities need to have activities that promote positive reinforcement and peer interaction. They also need to understand their role in the lesson. This lesson lets them make choices, work with peers, and give positive reinforcement. The teacher also lets the students know what they need to do and what is expected.

CEC Competencies:

CC 6: Managing Student behavior and Social Interaction Skills

S5 Integrate social skills into the curriculum.

This lesson plan meets this competency because students will work in partners during part of the lesson.

Arizona Department of Education Professional Teaching Standards:

Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher's planning:

5. Addresses prior knowledge of individual and group performance.

This lesson plan meets this standard because it lets the students answer questions with information that they already know.

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Internship Reflection-Oral Language

This lesson means a lot to me because it was a lesson that I dreamt about one night. When I collaborated with my mentor teacher, she helped me make this lesson even better.

One thing that went well was the beginning of the lesson. The students participated in restating the rules and gave some good answers. They also restated what would happen if they didn't do what was expected (put on steps). The students also did very well when asked to put the number word in a sentence. When I tested the student on what they learned, they did better than I expected. I was so proud of all of them. To celebrate for the hard work done, I let them make their own talking stick. This worked out great and all of them were very excited about making them.

One adjustment that I needed to make was to remember to introduce the talking stick a little earlier. I also needed to put a few of the students on steps instead of giving them to many chances. This would have cut down on the time it took me to tell the students to be quiet and remind them that I had the talking stick.

This lesson is an example of best teaching practices because it actively engages all types of learners (auditory, visual, and tactile/kinesthetic). As well, I used cueing, prompting, wait time, and positive reinforcements. These are some of the things that children with speech and language impairments need when practicing oral language. This lesson also incorporated group activity and was fun for them while they learned.

The next lesson that I will implement in my internship will be a lesson called "Surprise Pouches" or a lesson that incorporates math with number words.

Work Cited

Bos, C., & Vaughn, S. (2001). Strategies for teaching students with learning and behavior problems, 5th ed. Boston: Allyn and Bacon.

A Day In the Life of a Rock

Lesson Topic: Study Skills taught within the context of a science lesson.

Relation to AZ Academic Standards[9]:

Workplace Standard 1

1Wp-E4. Respond to oral and written presentation by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion.

PO 1. Summarize main ideas of an oral or written presentation.

Grade: 4 – 6 grade

Type of Disability: Students with Learning Disabilities.

Rationale for Cross-Categorical Teaching Actions: According to Joan M. Harwell[10] students with learning disabilities often do not hold on to information for a sufficient period to transfer it to long-term memory. As stated by Harwell using a study technique which involves *higher-level thinking* helps students that are learning disabled retain more information. The content of this lesson as it relates to the use of higher level thinking addresses the retention criteria because of the practice of analyzing information and making new use of it. The information will be analyzed and used will be in the content of the following Science lesson: The Rock Cycle

Self-Determination: Student demonstrates *retention of material by using a higher level of thinking when constructing his/her story, and reading their story to a younger grade level.* Student also demonstrates *self-observational, and self-evaluation skills by participating in the peer evaluation.*

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[9] Arizona State Standards as found at the following address: http://www.ade.state.az.us/standards.pdf

[10] Harwell, J. M., (2001). Complete learning disabilities handbook. 2nd ed. N.J.: The center for applied research in education.

Short-Term Instructional Objective: When given *a story map containing information of the rock cycle* the student will *create an animated story through written words and pictures* correctly *depicting the rock cycle 50-100%* of the time as measured by *teacher observations* on *two consecutive trials.*

Materials:

- Various pictures of rocks at various stages of the rock cycle.
- Various pictures of weathering.
- Large laminated story map.
- Writing and drawing materials.

SDAIE Techniques:

1. Content Obligatory – rock, cycle, magma, igneous rock, sediment, sedimentary rock, metamorphic rock, thermometer, heat, wind, dirt, and rivers.
2. Content Supportive – animated, draw, write, story, read, celebrate
3. Prepare students with *actual rocks to touch and see.*
4. Show *pictures or landscapes that they are familiar with* to connect prior experience and knowledge.
5. Model and scaffold the steps. Allow sufficient time for practice in groups.
6. Extend concepts and vocabulary by *discussing and constructing a volcano.*

Teacher Actions:

1. Teacher explains the rock cycle using large pictures.
2. Students retell the story as teacher writes the information on a large story map.

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3. Students pick the following pictures from the pile on the table: magma, igneous rock, sediment, sedimentary rock, metamorphic rock, thermometer depicting high heat, wind blowing dirt, and rivers.
4. Each student shows their picture to the class and explains what the picture represents.
5. The students will work cooperatively as a group to order themselves in a circle that best represents the rock cycle. The students holding the thermometer depicting high heat, wind blowing dirt, and rivers will walk between and through the middle of the circle to represent weathering and erosion.
6. As the students work cooperatively to place themselves in the correct position the teacher will ask the following questions to facilitate a higher level of thinking.
7. The students will then be seated and asked to write and draw a short story entitled *The Life of a Little Rock Named Pete (or Susie).* They will utilize the story map that was constructed at the beginning of the lesson. *The students are told that they will get to read their stories to the first grade classes and that they will have a celebration after the reading.*
8. The students will then pick a partner and each will read their story to the other. Each student will check the other student's story with the story map. Both students will discuss any changes that are needed in their stories.

Expected Learner Actions: Students will demonstrate a higher level of thinking by explaining/recalling the rock cycle through an animated story that they create with words and drawings. A system of Error Correction will be facilitated by *peer evaluation and feedback with teacher monitoring*. Student expected to participate fully within the

parameters of lesson. Incentives for participation include reading their story to a first grade class and a celebration at completion.

Method to Show Students Have Achieved Lesson Objectives: Students will show retention of the material (rock cycle) through the writing and reading of their animated story and by giving feedback to their partners.

Lesson Plan – A Day In the Life of a Rock

I selected this lesson plan to fulfill the Study Skills requirement in the lesson plan portfolio. This lesson is taught within the context of a science lesson. It is an example of curricula for individuals with exceptional learning needs. While planning the lesson I utilized task analysis to break down specific teaching units that fit the physical needs of the student. This also helped in selecting, adapting, and using instructional strategies and materials according to characteristics of the learner. This lesson provided opportunities to use strategies for facilitating maintenance and generalization of skills across learning environments by teaching the students increased independence when accessing preferred writing tools to accomplish writing activities. This lesson creates an environment that encourages self-advocacy and increased independence by allowing the student to test and choose an appropriate adaptive writing tool. The lesson provides procedures to increase the individuals self-awareness, self-management, self-control, self-reliance, and self-esteem.

Written Expression

Grade Level: 4-6th

Subject: Spelling & Vocabulary Development

Disability: Learning Disabled

Objective: Students will learn to use a spelling a strategy to predict how well they will perform and be able to decide how to best study for a test. Students will create sentences from the list of spelling words.

Arizona Academic Standards and Accountability:

Language Arts Standards

Standard 2:Writing, Essentials. PO 1. Spell correctly

W-F2: Use correct, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks.

PO 4: Use standard, age appropriate grammar and word usage to complete simple sentences.

This lesson plan demonstrates this standard because students are required to write creatively and use correct spelling.

Short-term Objective:

Given a list of words students will learn to use a spelling strategy and be able to predict and monitor how well they will perform and decide how to best study for a test. Students will create sentences from the list of spelling words. Students will be able to accomplish this assignment within 2 days, 55 minute class periods, and should correctly finish the list of words and sentences with 100% accuracy as observed and graded by the teacher.

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Materials Needed:

- List of weekly spelling word list.
- Pencil with eraser.

Modeling/Guided Practice:

- From a list of 15 words, I will say each of the words by taking turns.
- Students will follow along with their list of words. As I say each word, the student will cover it. Next to the covered word, he/she will write the word then say it. Next, the student will check the spelling word by comparing it to the original one on the list.
- If the word is spelled incorrectly, student will erase it.
- The student then writes it on an index card.
- The student covers the word and writes it from memory.
- Student checks the spelling of the word.
- If the spelling of the word is incorrect the process is repeated.
- Students will create and write a sentence using each word.

Procedure:

- Each student is given a list of the weekly spelling words (see attached list).
- Inform students that they have 30 minutes to study for the test.
- If a student completes his/her list before the 30 minutes, require them to select certain words on the list to study again.
- Ask students to predict the number of words they will spell correctly on the test.
- I will give the test using the following procedure:
    - Say the word
    - Use the word in a sentence
    - Repeat the word
    - Write each word in a sentence

Closure:

Once the students have written the correct words on their list they will complete the lesson by writing a sentence for each word. The completed assignments may be displayed on the "Students Work Wall."

Monitoring System:

A method to be able to show that students have accomplished the lesson objective will be to monitor by using the list (attachment). The teacher can monitor the progress by counting the number of words that were rewritten on the list and by the sentences that the students are required to turn in. (Lovitt, pg.221)

Assessment of Lesson Effectiveness:

I will monitor progress by feedback and modeling of correct performance and compare prediction to actual test score, "*Predicting Good Study Habits.*" (Lovitt, pg.221)

Expected Learner Actions:

Students will learn to use a spelling a strategy to predict how well they will perform and be able to decide how to best study for a test. Students will create sentences from the list of spelling words

Modifications:

- This lesson can be modified by choosing to vary the number of words given to the students.
- The amount of time allotted for studying and taking the test.

Council for Exceptional Children Core Competencies:

Common Core 4: Instructional Content and Practice

Skills 2: *Use strategies to facilitate effective integration into various settings.*

Knowledge 1: *Differing learning styles of students and how to adapt teaching to these styles.*

Skill 7: *Select, adapt, and use instructional strategies and materials according to characteristics of the learner.* This lesson plan will benefit all students of individual learning styles and allows students to illustrate from the list of words to self edit and apply their creativity when writing sentences. This can be taught by teaching students about the choices that they have such as the choosing how and when to study.

Arizona Professional Standards for Teachers:

Standard 1, 7: *Includes appropriate use of a variety of methods, materials, and resources.* This is demonstrated by using an overhead projector to teach students the class lesson.

Standard 2, 4: *Respects the individual differences among learners.* This lesson demonstrates this standard because each student is given an opportunity to self-edit their specific list of words.

Standard 3, 4: *Models the skills, concepts, attributes or thinking process to be learned.* This lesson may be demonstrated by the teaching giving examples of different environments in which students feel comfortable.

Rationale for the Cross-Categorical Teaching Actions:

Students with learning disabilities often need structure to allow for frequent checks for understanding, as well as self-correction. This lesson allows for structure, self-correction, and editing, a method for gradual removal of direct teacher instruction that provides students with independent learning, and a strategy for learning new vocabulary.

Self Determination:

Be Creative: This lesson plan allows for creativity during the writing of the sentences, and while editing.

Sheltered English Technique:

Self-knowledge. Students will have the ability to reflect on their improved spelling and sentence writing and using sensitive error correction.

Discipline System:

Students must adhere to the classroom rules and consequences. Students will receive praise and be rewarded with a "*Free time pass.*"

Best Teaching Practices:

This lesson is based on the concepts from the *Tactics for Teaching* (Part I) and *Bos & Vaughn* (Chapter 7).

Lesson Plan Reflection:

I chose to include this lesson plan in my portfolio because I had the opportunity to demonstrate it in front of my peers and I received positive feedback about the effectiveness of the lesson. It can be modified and used for many different grade levels. Spelling and vocabulary development are important in all areas of academic learning.

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Name:

Words	Write 1	Write 2
1. people		
2. zipper		
3. purple		
4. vacation		
5. summer		
6. wonderful		
7. joyful		
8. kick		
9. pretty		
10. cooperate		
11. yellow		
12. silly		
13. points		
14. help		
15. share		

Lesson Plan
Structuring Dialogue
Topic: Reading Comprehension

Chronological Age: 9-11 years of age

Grade level: 4th-6th grades

Type of Disability: Emotional Disturbed

Lesson Objective: The student will gain increased knowledge in prediction, organization, searching, summarizing, and evaluating skills by using the "POSSE" strategy. The student will use this method to read a given story and write predictions, and organizing thoughts by brainstorming and summarizing during a 30 minute reading period for four consecutive weeks as measured by a teacher made test.

Arizona State Standards: Language Arts Standards, Standard 1: Reading. Essentials (Grades 4-5) R-E 2: Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections. PO 1: Identify the main ideas; critical and supporting details; and the author's purpose, feelings, and point of view of the text. Standard 2: Writing. W-E 3: Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author. PO 3: Contain main ideas of event/article/story plus the most significant details.

CEC Common Core Competences: CC 4: K-3: General and special curricula for individuals with exceptional learning needs. CC S-7: Direct activities of classroom volunteers and peer tutors.

Bloom's Level of Taxonomy: Comprehension, Applications, and Evaluation.

Self-Determination: Self-Knowledge and Self-Observation

IEP Goals and Objectives: To increasing reading comprehension skills.

Materials Needed: One reading book for each student, copies of "POSSE" strategy worksheets for each student, overhead copies of the "POSSE" strategy worksheets to review with the class, a poster or overhead with step by step instructions on the "POSSE" strategy for the students to follow, and something to erase any changes that might need to be made.

Approximate Amount of Time for the Lesson: 30-40 minutes.

Teacher Actions: Using a chapter from a book the class is reading together, the teacher will demonstrate how to use the "POSSE" strategy to teach prediction, how to organize

or brainstorm thoughts, how search material to gain details, how to summarize and evaluate information from a story or an article. The teacher will have students brake up into teams of two for the purpose of working together to increase the accuracy of finding the needed information. The teacher will have the students count off one, two, three, and four, for the purpose of trying to limit the same students from working together all of the time. The teacher will then have the one's and four's and the two's and three's team up into groups. The teacher will follow the steps given on page 103 of the Tactics for Teaching Book. 1. Predict what ideas are in the story. Use cues from the title, heading, pictures, or initial paragraph to brainstorm the relevant information and to predict what the article will be about. 2. Organize your thoughts. Organize the brainstormed ideas list into categories. 3. Search for the structure. Confirm the predictions developed in the map by identifying the author's actual categories and details. 4. Summarize the main ideas in your own words. Record the main idea in one of the category boxes and summarize supporting details on the adjacent lines. 5. Evaluate by asking questions about the main idea, then compare and clarify. Then predict what the next section will be about. The teacher will discuss with the class how students are often unable to understand what they are reading. The teacher will explain how this method will help them to gain a better understanding of the story by demonstrating how to do each step on the overhead asking the students to help with the information. The teacher will leave the steps to the process on the overhead to ad students in completing each step of the process.

Excepted Learners Behaviors: The students will listen to the directions and follow along as the teacher demonstrates how to use this method on the overhead. Then the students will break up into groups of two according to their numbers. The students will then use the "POSSE" strategy to write their answers on their own worksheets with the help of their teammate. Using a Make Your Day behavior chart the teacher will ask the students how many points they think they should receive and why for that period of time. Then teacher will agree or disagree awarding points according to how well they did during that time. Each student can receive up to 10 points for each period for a total of 100 points throughout the day. (See attached).

Monitoring System: While the teacher is teaching the "POSSE" strategy, the teacher will call on students to help he/him complete the worksheets for the purpose of checking for understanding of the new concept. The teacher will use a checklist while roaming around the room to make sure that each group remembers each step of the process. The teacher will help those students that need help. The teacher will use the papers that the students turn in over the next four weeks to monitor how long this lesson will need to be repeated. The teacher will use this data also to check for understanding and adjust the next lesson to meet the needs of the students.

Rationale for Cross-Categorical Teaching Actions: NICHCY National Information Center for Children and Youth with Disabilities states, "Some of the characteristics and behaviors seen in children who have emotional disturbances include: ... Withdrawal (failure to initiate interaction with others, retreat from exchanges or social interaction, excessive fear or anxiety)... Learning difficulties (academically performing below grade level)." (Handout from class). Lovitt suggests, "It is particularly beneficial for those

pupils who are having difficulty comprehending their textbooks. POSSE could be used by special education teachers...to develop the independent reading comprehension skills of students, and is useful as the organizational base for establishing peer tutoring situations." (Pg. 103).
How: Reading and writing to understand how to predict, summarize, organize thoughts, and evaluate what they read and by working in teams of two.

Short Term Instructional Objective: The Student will write predictions and summaries given a chapter in a book, using the "POSSE" strategy worksheets for four consecutive weeks during a 40 minute reading period, with 50-100% accuracy as measured by the teacher.

Written Statement: This lesson deals with the student's inability to socialize by putting them into groups. It also can be applied to other areas for the purpose of generalization and mastery of this topic. Lovitt says, "...this tactic could be effective for a variety of classroom activities, from cooperative learning groups...carry out science projects and experiments, discuss civics questions, and debate...issues..." (Pg. 105).
This method could be modified to help students not only in reading, but also in social studies, history, science, and English classes. As students feel comfortable using this method when reading a chapter book, the teacher can then teach the students to apply this method in other areas.

CEC Common Core Competencies: CC 5: S-2: Use strategies to facilitate effective integration into various settings. S-6: Direct activities of classroom volunteers and peer tutors.
How: By teaching the students to apply this method to other areas the teacher integrates the student to various settings. The use of small groups of two encourages social interaction.

Arizona Department of Education: (teacher's professional teaching standards).
Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher: 3. Encourages the student to demonstrate self-discipline and responsibility to self and others.
How: By using the Make Your Day format the student learns how to take responsibility for their actions and for showing respect for others.

Criteria for student success or mastery: Acquisition stage of learning. When the students can successfully complete each area of the "POSSE" strategy with 80-100% accuracy in reading then the teacher can move on to applying this method to other areas.

Sheltered English Method: C. "Sheltered" Content Instruction: 2. Reviews main topic and key vocabulary and ideas. D. Thinking Skills: 1. Asks questions, gives directions, and generate activities to advance student to higher levels of thinking (from recalling to evaluating).
Reflection: The lesson was successful because each group worked well together and

all groups helped to answer the questions. The class really seemed to enjoy this lesson. When this lesson was taught it was taught to a third grade class. I think that with a lot of practice a third grade class could do this lesson, but I think this method would work better with older students. I really did not need to make any adjustments during the lesson. I also think that this lesson might need a longer period of time then was originally taught. I would adjust my lesson depending on how the students respond. I would repeat this lesson using a chapter book that the class was reading at the time.

Bos and Vaughn state that, "Students develop the concept of fluent reading through listening and watching others read aloud, through previewing the book, and through practice reading materials that are at their instructional to independent word recognition levels (word recognition from 90 to 100 percent)." (Pg. 173).

Work Cited

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POSSE Steps

Prereading Phase:

1. Predict what ideas are in the story. Use cues from the title, headings, pictures, or initial paragraph to brainstorm the relevant information and to predict what the article will be about. Write the ideas on the POSSE worksheet.

2. Organize your thoughts. Organize the brainstormed ideas list into categories. use them to develop the semantic map on the worksheet.

During the reading phase

3. Search for the structure. Confirm the predictions developed in the semantic map by identifying the author's actual categories and details.

4. Summarize the main idea in your own words. Identify short segments or paragraphs of the article that tell what the paragraph is about. Record the main ideas in one of the category box and summarize supporting details on the adjacent lines of the worksheet.

Postreading phase

Evaluate by asking a question about the main idea, then compare clarify, and predict.

a. Question: change the main ideas recorded in the category boxes to questions in order to elicit the supporting details recorded on the adjacent lines.
b. Compare: Compare the semantic maps generated during prereading and reading stages for new, confirmed, and unconfirmed information.
c. Clarify: Ask questions about unfamiliar vocabulary, unclear referents, and information.
d. Predict: Use the information in the semantic map to predict what the next section will be about.

Monitoring ideas: Before you teach the POSSE collect data on the students' ability to retell facts from stories. Then, during the second phase, while the strategy is in effect, the same type of data are taken. Data from these two phases can be compared for each student to see whether or not this method was effective or not.

Data can also be collected during group work to see how well each student participates. A frequency chart can be kept to track each student's involvement. Or you could even to check the quality of each student's comments.

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Reading Comprehension

The Zodiac

Lesson Topic: Reading

Grade Level: 6th

Type of Students: Students with Emotional Handicaps

Short Term Instructional Objective:
After reviewing familiar and unfamiliar vocabulary terms about the zodiac, creating and later revising sentences with these terms, and orally reading a passage containing these terms, students will complete a matching worksheet containing these terms for homework with 80-100% accuracy as determined by the number of terms matched correctly in relation to the total number of terms to be matched on the worksheet.

Rationale for Cross-Categorical Teaching Strategies:
Students with Emotional Disabilities are often hyperactive and have short attention spans. As well, they may try to withdraw or retreat from exchanges or social interactions. Many students with emotional disabilities also have learning difficulties and may academically perform below grade average. These students need educational programs which foster development of social skills among many other things. "The Zodiac" is broken down into small pieces to accommodate the shortened attention span of many students with emotional disabilities. It also incorporates material that is interesting and suitable for 6th grade level students with emotional disabilities who may also have learning difficulties. Group work takes place throughout the lesson to encourage peer interaction and good social and communication skills as well.

Other Objectives:
- Students will learn the definition of unfamiliar terms.
- Students will work together appropriately in groups.
- Students will construct sentences using terms reviewed in class.
- Students will practice oral reading skills.
- Students will revise constructed sentences to correlate with material read in class.

Level of Bloom's Taxonomy:
Knowledge, comprehension, application, analysis, synthesis, evaluation

Materials Needed:
- Handout of zodiac vocabulary definitions, familiar and unfamiliar
- Passage about "The Zodiac"
- "The Zodiac" matching terms homework assignment

Hamilton, L. (2002). Lesson Plan Portfolio: Self Determination and Arizona Standards-Based Instruction for K-12 Students with Disabilities. Phoenix, Arizona: Arizona State University West, College of Education.

Anticipatory Set:
The teacher will arrive to class wearing a "zodiac hat," and will be carrying basic telescopes for each student. The teacher will then excitedly express that for this lesson, the class will be learning about something called the zodiac, which has to deal with astrology and mythology/legends (and is linked to the hat s/he is wearing); as well as about astronomy, which has to do with scientific facts (and is linked to the telescopes s/he brought for the students). The teacher will then allow each student a turn at trying on the "zodiac hat," and each will be given a telescope to explore the room with for a few minutes. Once the students have had time to explore and become interested in the day's subject matter, the teacher will begin the lesson.

Lesson Body:
At this time, the teacher will dispense a handout of zodiac vocabulary terms, both familiar and unfamiliar to the students. The teacher will then go over the terms, making sure all students are understanding of the terms' definitions. Any questions about the terms will be answered to the best of the teacher's knowledge.

Guided Practice:
The students will separate into groups of two. The teacher will explain that each group of students is to come up with one sentence that contains any two vocabulary terms from the zodiac terms handout. The teacher will give the groups approximately 5-7 minutes to do this, helping any groups that need assistance. At the end of the allotted time, one student from each group will read their sentence out loud. The teacher will write each groups' sentence on the board/overhead to be referred to later in the class period.

Independent Practice:
The students will separate from their groups. The teacher will hand out a passage entitled "The Zodiac," which contains terms discussed and used in sentences earlier in the class period. Appointed by the teacher, students will orally read the passage. The teacher will assist students in pronunciation if they are struggling with vocabulary.

Closure:
Once the passage has been read, the students will refer back to sentences previously generated. They will determine which sentences correlate with the information contained within the passage. Any sentences that do not correlate will be corrected so that they do correlate.

The students will be assigned "The Zodiac" matching terms worksheet to be completed as homework and handed in the following day. This lesson will be followed up by lessons about various constellations, including the 12 zodiac sign constellations.

Arizona Academic Standards for Students:
Standard 1: Reading
R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction

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PO3. Predict events, actions, and behaviors using prior knowledge and/or details to comprehend a reading selection

This lesson plan meets this standard because students learn new vocabulary and comprehend it through reading it in text and using prior knowledge of similar vocabulary to interpret meaning. Students predict word meaning to comprehend text.

Standard 6: Earth and Space Science

6SC-E2. Describe common objects in the solar system and explain their relationships
PO1. Describe common objects in the solar system
PO2. Explain how objects in the solar system are related

This lesson plan meets this standard because students learn the definitions of common objects in the solar system and required to formulate and verbally relay sentences relating two common objects to one another.

CEC Competencies:
CC4: Instructional Content and Practice
K1. Differing learning styles of students and how to adapt teaching to these styles

In this lesson plan, I teach students of all learning styles. This lesson contains visual, auditory, and tactic/kinesthetic components, so that students with differing learning styles can benefit.

Arizona Department of Education Professional Teaching Standards:
D. Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:
D3-14: Provides opportunities for students to use and practice what is learned

In this lesson plan, I teach students to formulate sentences and read a passage containing terms introduced in the beginning of the lesson.

Self-Determination/Life Skills:
Self-awareness, self-knowledge, socialization with peers

Sheltered English:
A. Comprehensible Input and Output
A-6. Links new vocabulary and language to previously learned information

Discipline System:
I will have a list of class rules and consequences, and will include praise in my reinforcement of positive behavior. I will also integrate use of contracts and the theory of William Glasser's "Misbehavior as Student Choice." As a result of use of this theory in

my classroom, I will try to help students make good choices throughout the day and accept no excuses for misbehavior (see pg. 22-23 of Charles).

Monitoring:
This lesson uses number of terms matched correctly on the homework worksheet to determine students' level of comprehension. As such, it incorporates use of "percentile" and "checklist" (Lovitt (1991) Monitor #'s 2 and 6).

Best Teaching Practices:
This lesson is an example of best teaching practices for a variety of reasons. It is broken down into parts so that students with emotional disabilities can digest information easily without feeling overwhelmed. As a result, students will be able to be more focused throughout the lesson. It also allows for group work, which will increase socialization skills with such students. Talking is involved in portions of the lesson and students are not required to write anything. In observations of students with emotional disabilities, writing down class information is one of the most dreaded and worrisome things they must do during the day; speaking what they think or what they are learning appears to be a preferred method for such students. As well, the lesson information is geared toward pre-teenagers and teenagers so that they will have fun while learning at the same time.

Best Work Statement:
I believe this is an example of my best work due to the fact that I was able to incorporate multiple senses into this lesson while also incorporating tactics which will meet the needs of students with emotional disabilities. I found interesting information and graphics, and was proud of how well I was able to tie together the class discussion, group work, individual work, reading, etc. This was the first "real" lesson plan I had ever created and I feel I did a nice job of incorporating skills and tactics I have learned in block I and II in doing so. These things are why I chose to incorporate this lesson as an example of my best work in my portfolio.

Reflection:
I implemented this lesson in Dr. Renne's Monday morning class (SPE 323). It was the first time I had ever taught a lesson to peers, so the experience is one I will never forget. For the most part, the lesson concept was a hit with my classmates. I was able to easily, and somewhat naturally present the material to my peers, and was even able to envision them as 6th grade students with emotional disabilities. I spoke to them as a teacher in such a classroom would, instructing the amount of time they had left to work on items, praising for great answers, and redirecting students when they strayed from the educational content. One surprise I encountered, was that none of my classmates acted out behaviors such as real life students with emotional disabilities would. I was also surprised at their high level of answering questions posed. I realized while conducting this lesson, that in a real classroom of students with emotional disabilities, I may not have the luxury of well behaved students who go above and beyond what is asked for in an assignment or question asked of them. One downfall of my lesson, is that I had to use the whiteboard to write on when recording student information. I did not feel comfortable

with this, and would have much rather preferred to use an overhead. When implementing this lesson again, I will definitely use an overhead when writing. As far as other revisions, I would have to actually implement this lesson with students with emotional disabilities before I could state what changes would make learning and working through the material easier for such students. My peers did not have the characteristics to allow me to reliably judge my lesson tactics. Note: When I taught this lesson to peers, I did not implement the "anticipatory set" actions. A change was made in this area after discussing the definition of "anticipatory set" with Dr. Nevin. She helped clarify what components the "anticipatory set" of a lesson should include.

The Zodiac

Early skywatchers studied the stars, kept records of the movements of the planets and compiled calendars. The night sky seemed a magical place with strange, unexplained forces and they interpreted what they saw by creating myths and legends about the gods who lived in the sky. They imagined they could see shapes in the patterns of the stars (constellations), and they named them after mythological characters, such as lions and hunters. Twelve of these constellations (Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, and Pisces) lie close to the yearly path of the Sun in the sky. We call this band of sky the zodiac.

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The Zodiac

Familiar Vocabulary Terms:

star: a ball of burning gases that gives off light

planet: a large object that orbits a star and does not make its own light. Earth is a planet that orbits a star called the Sun.

sky: the upper atmosphere

imagine: to make a mental picture of in the mind

yearly: happening once a year

New Vocabulary Terms:

skywatchers: people who study the stars

compile: to collect and put together materials from various sources

magical: producing bizarre results, as if by the use of a spell

unexplained: not able to give the meaning of

interpret: to give one's own meaning of

myth: a traditional story serving to explain some unusual event, custom, etc.

legend: a story passed down from generation to generation and believed to have a historical basis

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pattern: a design

constellation: a group of stars that can be seen as a pattern in the sky

mythological: of or relating to myths

zodiac: (in Greek) means "circle of animals"; imaginary belt in the heavens extending on either side of the apparent path of the sun and divided into twelve equal parts, or signs, named for the constellations

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Name _____

The Zodiac

Directions: Match each zodiac vocabulary term with its' definition **Due: 2/18/02** Hint: complete one page at a time.

A. mythological	1. ___ a design
B. planet	2. ___ a ball of burning gases that gives off light
C. unexplained	3. ___ a traditional story serving to explain some unusual event, custom, etc.
D. pattern	4. ___ of or relating to myths
E. star	5. ___ not able to give the meaning of
F. yearly	6. ___ people who study the stars
G. zodiac	7. ___ a story passed down from generation to generation and believed to have a historical basis
H. constellation	8. ___ (in Greek) means "a circle of animals"; imaginary belt in the heavens extending on either side of the apparent path of the sun and divided into twelve equal parts, or signs, named for the constellations
I. skywatchers	9. ___ happening once a year
J. myth	10. ___ a group of stars that can be seen as a pattern in the sky
K. legend	11. ___ a large object that orbits a star and does not make its own light. Earth is a planet that orbits a star called the Sun

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L. interpret

M. sky

N. imagine

O. magical

P. compile

12. ___ producing bizarre results, as if by the use of a spell

13. ___ to give one's own meaning of

14. ___ the upper atmosphere

15. ___ to collect and put together materials from various sources

16. ___ to make a mental picture of in the mind

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Webbing Around the World

Lesson Topic: Webbing Around the World

Grade Level and Class: Grade 7-8, History and/or English

Disability: Students with Emotional Handicaps

Relations to Arizona Standard:

A. *Oral Language Standard*:

1WP-E6. Speak in a content area (e.g., science, social studies, literature), using vocabulary of the subject accurately; locate and interpret information in documents such as manuals, graphs, and schedules

PO 1. Deliver a factual presentation using appropriate terminology

PO 2. Use a variety of formats such as data, graphs and technical manuals to support a presentation

B. *Geography Standard*:

3SS-E4. Demonstrate understanding of the characteristics, purposes, and use of geographic tools to locate and analyze information about people, places, and environments, with emphasis on:

PO 3. Constructing and interpreting maps, charts, and geographic databases using geographic information

C. *Technology Standard*:

4T-E2: Use technology tools for individual and collaborative writing, communication, and publishing activities to create curricular related products for audiences inside and outside the classroom.[24]

[24] Arizona Department of Education. (2001). Arizona Essential Standards for Educational Technology. [Retrieved from the World Wide Web 2/25/02. http://ade.state.az.us/standards]

PO 1. Plan, design and present an academic product using technology tools (e.g., multimedia authoring, presentation software, digital cameras, scanners, projection devices)

D. *Study Skills Standard*:

1WP-F3: Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions):

PO1. Listen effectively

PO2. Analysis/evaluate orally received information

PO3. Respond appropriately

Short Term Instructional Objective:

Given access to a computer with internet capabilities, the student will research his/her country of origin and find information relating to facts at a glance (economics, religious, government, etc.), money and cost (a comparison of exchange rates), attractions (events, festivals), and activities (places to go and see) as correctly identified with a graphic organizer at the end of a 90 minute lesson and measured by a teacher made checklist with 90 – 100% accuracy.

Self Determination:

1. Choice making skills
2. Decision making skills

Materials:

- Computers
- Graphic organizer – KWL and Web Diagram
- Worksheet with the four questions and instructions

Key Concepts/Language/Vocabulary to Develop:

Content Obligatory:

Vocabulary-

a. Government
b. Religion
c. Festival
d. Economics
e. Currency

Content Supportive:

Vocabulary-

1. Exchange
2. Catholic
3. Christianity
4. Capital
5. Monarchy
6. Democratic

Introduce:

Experiences:

Introduce the students to other cultures by saying hello and goodbye in several different languages; this will help introduce the different countries some of the students may be from.

Prior Knowledge:

Have the students find out from their parents (if not already known) the day before the actual lesson begins to see what country their family comes from. On the day of

the lesson, have the students use a KWL chart to identify what information they already know about their family's country and what they want to know about their family country. Also, at this time the teacher needs to identify any misunderstandings about the countries the students are from.

Explore:

Presentation:

Present the students with the requirements of lesson and other worksheets they will need to complete the assignment. Have the students answer questions pertaining to what needs to be done to complete this lesson.

Practices:

1. Have the students identify what country their families originated from.
2. Students may work individually or in pairs depending on whether or not they share the same country of origin.
3. After determining their country, students will log on to www.lonelyplanet.com/destinations
4. Students will click on the continent in which their country is found.
5. Students will then click on their country.
6. Students will then be given a map of the country, and from there they must click on the country name.
7. From the information that is listed as hyperlinks students will research and record:

    1.) Facts at a glance (economic, religious, government, etc)

    2.) Money and Costs (a comparison of exchange rates)

    3.) Attractions (Festivals and events)

4.) Activities. (Places to go and see)

8. Students then will be asked to compare and contrast their findings to the United States as provided by the instructor.
9. Students will then match up with a classmate who has a different country of origin and discuss and record how they are the same and how they are different.

Extend:

- Children could correspond with actual students of other countries.
- Have a luncheon of diverse foods and clothing
- Give an oral report to the class about their country they researched.

Assess:

Verify if the students have any questions or need help finding the web site on the Internet. Then continue to observe the students and observe if anyone is struggling with the activity. Write down any skills you see the students developing during the assignment. If students are struggling modify the instruction to match their needs. For example, in this lesson you may have those students that are having trouble only do the first two questions.

Discipline System:

In the instance of an error in judgment, the teacher will refresh the student's memories about the classroom rules and expectations. Discipline will likely be at a minimum due to a structured classroom and a redirection of tasks.

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CEC Competency:

Common Core 4: Instructional Content and Practice[25]:

S14- Use verbal and nonverbal communication techniques.

S13- Establish rapport with learner.

S6- Conduct and use task analysis.

Reaction: These competencies work very well for this lesson because students can use pictures and computer images to show understanding. This lesson also helps analysis' their history, culture, and goals to see where his/her origin is.

Arizona Professional Standards for Teachers[26]:

Standard 1:The teacher designs and plans instruction that develops students' ability to meet Arizona's academic standards and the district's assessment plan. The performance assessment shell measure the extent to which the teacher's planning:

1. Focuses instruction on Arizona's academic standards

10. Includes learning experiences that are appropriate for curriculum goals.

Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:

5. Facilitates people working productively and cooperatively with each other.

10.Organizes materials, equipment, and other resources appropriately.

Reaction: These teaching standards seemed to fit well with this lesson because the lesson was based on the Arizona academic standards and uses knowledge to help students better understand the lesson. Also, this lesson allows students to work in cooperative learning

[25] Council for Exceptional Children Core Competencies (Knowledge and Skills for Beginning Special Educators) CEC. (1998) *What Every Special Educator Must Know*. Reston, Virginia: CEC

groups to enhance the students' knowledge and ability to work with other students in an appropriate manner.

Rationale for Cross-Categorical Teaching:

This lesson incorporates different learning styles and technology to complete a lesson. This lesson is based on students with emotional handicaps in seventh and eighth grade. This lesson accommodates the students' preferences to learn and meets their individualized needs. To meet the needs of the students with emotional handicaps, the teachers' actions must include sensitive discipline and redirection. Due to the characteristics of the students' with emotional handicaps, redirection is crucial to maintain the students focus.

Assessment of Effectiveness of the Lesson in Achieving the Objective:

This lesson is based on a section in Walter's SDAIE lessons for English Learners (pg. 81-90).[27]

Monitor Approach:

For this lesson, I would recommend the monitor approach known as "Before-During-After Observation"[28] because this type of monitoring includes the beginning, middle, and end of a lesson.

Sheltered English Techniques:

1. Utilizes and demonstrates respect for a students' home language and culture
2. Links new vocabulary and language to previously learned material

Reflection:

I chose this lesson because it would be interesting to find out where the students all originated. This would help other students better relate to their culture and beliefs. This is also a

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[26] Arizona Department of Education (2000). R7-2-602. Professional Standards [Retrieved from the World Wide Web 3/10/00. http://ade.state.az.us/bdrules.html #R7-2-602]
[27] Walter, T. (1998). Amazing English!. New York City, New York: Addison Wesley.

way for students to use several different study skills to research their countries and students will learn using different learning strategies.

[28] Lovitt, T.C. (1991). Appendix A: Monitor. *Preventing school dropouts: Tactics for at-risk, remedial, and mildly*

ORAL LANGUAGE

"SURPRISE POUCHES" (Note: TOTE Lesson Format)

Topic: Oral Language

- AZ Standards for Students:

  Language Arts Standards-Standard 3: Listening and Speaking

  - LS-FS1. Associate meaningful real life experiences with symbolic language.
    - PO1. Localize sounds or other stimuli in a communicative context.
  - LS-FS2. Follow simple directions.
    - PO 2. Demonstrate understanding of 4-10 prepositions within natural context.
    - PO 3. Follow 2 step related directions.
    - PO 4. Carry out 2 unrelated directions.
  - LS-FS5. Share ideas, information, opinions, and questions.
    - PO 5. Communicate physical and emotional needs in response to questions.
    - PO 7. Make comments appropriate to the activity.

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- PO 9. Initiate and respond to at least three different interrogative questions.
- PO 11. Demonstrate beginning problem solving, alternative solutions or negotiation skills.

o LS-FS7. Participate in group discussions, activities, or peer/adult interactions.

- PO 1. Participate during ongoing social interaction.

Grade Level of Students: 7th-8th

Students Type of Disability: Learning Disability (primarily in oral expression)

(Stage of Language Development: Intermediate Proficiency)

Rationale:

Research shows that students with learning disabilities often experience high levels of frustration and require highly structured and supportive environments. Direct instruction is used in this lesson which provides the students with the highly structured environment they need. This lesson provides these students with an opportunity for success to help build their self-esteem while using self-correcting materials. This gives the students immediate feedback without the risk of embarrassment in front of

peers. These lesson characteristics help decrease the frustration levels in the students and help them be successful.

Self Determination Skills:

The students will develop and use self-correction by comparing the outcome to the expected outcome and achieving their goal of determining the object using descriptive words. Problem solving skills are also used, as well as self-instruction skills learned by the students responsible for describing the object.

Short Term Instructional Objective:

Given an oral expression lesson, the students will effectively listen and make the proper correlation between the orally expressed words and the object being described, one out of three times, as measured by teacher observation of participation and responses, during one class meeting.

Materials:

(1) 3 cloth or paper bags. (2) Small objects that will fit in the bags. (3) Overhead and overhead pens.

Pretest:

Students will give the teacher appropriate examples of feeling words, which describe tactile senses. They will be written on the overhead as a

"Word Wall." The teacher uses this to teach the students to use synonyms and antonyms, classification of words, and object comparison. The students also use visual imagery and association between the words and the object in their mind.

Operate:

A student will be chosen by the teacher to come to the front of the room and, referring to the examples given prior, will describe the object in the bag without looking and by touching the bag only. The rest of the students will listen to these words and attempt to determine what the object is. The teacher will give verbal prompts and assist in increasing learning and participation. Once the students believe they are correct, the chosen student will take the item out of the bag and show it to the class.

Posttest:

The students will then participate in a teacher-led discussion where the students will explain how the words used were beneficial or lead them astray from what the object really is. They will also give examples of other words that could have been used to describe the item.

Exit:

To celebrate their accomplishment, the students will have the opportunity to submit possible ideas for the next "surprise pouch" items.

- It is hoped that the students will expand their knowledge of possible words they could use to describe an item. It is important to expand their vocabulary in the English language, and this lesson assists them in that. The teacher could expand upon the "feeling" part of the lesson and do the next activity on a different way of feeling. The teacher could also let the students lead the class in deciding what will go in the bags and what words should be on the "Word Wall."

Discipline system:

The discipline system used during this lesson is mainly reminding those students who need redirecting. This strategy is used because of the impact it can have on particular students. If redirection does not work, the teacher will follow the class rules and consequences put together by the class prior to this activity. This may include exclusion from participation in the activity or loss of desired activity.

Monitoring system:

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During this lesson, the teacher will monitor the students' behavior through informal observation during the activity. Through this, the teacher will make the proper judgments and complete the proper documentation for her records. Because this lesson activity involves whole class participation, the teacher will have to pinpoint the behavior of each student and assess whether she needs to document it.

* Lesson plan taken from "Stratégies for Teaching Students with Learning and Behavior Problems" by Bos and Vaughn.

**This lesson has been implemented in both my mentor teacher's classroom as well as in my ASUW SPE 324 class.

Description of Outcomes:

1. Student achievement: The students responded well to the lesson and although the instruction time was limited, I believe the overall outcome was that of a success. The students understood what was being taught and learned the difference between the two meanings of the word "feeling." The students also developed skills on how to orally express what they are feeling with their hands.

2. "Surprises:" A surprise during the lesson was that none of the chosen students were able to identify the items enclosed in the pouches. I had believed setting up the lesson, that the items I chose would be easily identifiable by the students.
3. Design of the next lesson: As a result of the end of this lesson, for the next lesson there will be a further discussion of the definitions of "feeling" and the items in the pouches will be those suggested by the students.

**This lesson incorporates the use of technology by using an overhead.

Peggy Hewitt

READING COMPREHENSION

SKILL OR CONCEPT TO BE TAUGHT

This lesson was designed to help a newly licensed driver navigate local neighborhood streets and read various other city and state maps. It will teach a student basic map reading skills and increase spatial awareness of streets and how they are situated to each other.

STUDENT'S ENTRY LEVEL AND GENERALIZATION TO LIFE

Student is a newly licensed driver who is at the knowledge, comprehension, and application levels. Map reading instruction will bring student to synthesis and evaluation level. Pursuit of future career goals requires student to know location of different businesses and schools throughout the valley. Skills learned in lesson will be important to student as she matures and travels to different places world wide. Several different maps will be utilized in order for student to see how cities and states differ in size, shape, and geographical features. Although there may be many differing physical features, basic map reading skills transfer to other maps thus one can successfully navigate unfamiliar territory

OBJECTIVE

Using a given map, student will answer questions about distance, direction, and local streets. Student will orally answer questions about Washington, DC's map with 80% accuracy by end of class period.

Type of Disability: Learning Disability in Reading Comprehension

Grade Level: 9th - 12th Grade

ARIZONA ACADEMIC STANDARDS

Language Arts Standard 3 Listening and Speaking - Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

- LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information.
- LS-F2. Give and follow multiple step directions.

Mathematics Standards 2 Data Analysis and Probability - Students use data collection and analysis, statistics, and probability to make valid inferences, decisions, and arguments and to solve a variety of real - world problems.

- 2M-F2. Construct, read, and interpret displays of data to make valid decisions, inferences, and predictions.
- PO8. Solve problems using graphs, charts, and tables (Arizona Department of Education).

RELATION TO SELF DETERMINATION SKILLS

Self instruction and self knowledge are two skills utilized in learning to read a map. When a student knows basic skills they can navigate successfully any city, state, or country allowing them to be independent (Wehmeyer, Sands, Doll, and Palmer, 1997).

IEP GOALS/OBJECTIVES

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Student's IEP needs to be written, however, goals will be written encompassing career interests, self-sufficiency and self advocacy responsibilities.

EXPECTED LEARNER BEHAVIORS

Student will demonstrate mastery of map reading by ability to locate homes, businesses, schools, and other areas of interest by given address. Student will successfully direct a person to several specific locations. Student will learn to approximate mileage to a given location and determine time needed to allow for safe driving to location. Student will use map reading and listening skills to find location of oral directions given by teacher at end of class period.

ASSESSMENT OF LESSON IN ACHIEVING OBJECTIVE

Lovitt's monitor 12 and 13 could be used to evaluate effectiveness of lesson. Test at end of class utilizes Lovitt's monitor 12 to determine effectiveness of lesson. Lovitt's monitor 13 applies as the student will give directions orally as another student follows and tries to locate the address. If student does not arrive at pre-determined location, directions will be repeated and verified for correct steps in following directions. A follow-up lesson builds on map reading skills learned in this lesson (Lovitt, 1991).

Rationale for Instructional Method:

I have incorporated various teaching strategies as research indicates students with learning disabilities benefit from self-evaluation and memorizing of details. Use of student's learning style serves as a support to increase and retain new information.

Sheltered English:

Lesson includes use of visuals, concrete materials, focuses on making meaning of text and encourages participation and interaction of learner. Lesson also focuses on prior knowledge of learner, repetition, and use of re-phrasing techniques.

MATERIALS NEEDED

Area maps

Highlighter

Ruler

Telephone Book

Magnifying glass, if needed

Teacher list of directions.

"Reading a Map" worksheet

Teacher test - Oral directions to nearest major shopping mall

LESSON TOPIC/TITLE **"READING A MAP"**

LEARNING OBJECTIVE Student will learn to read a map and be able to answer questions about distance, directions, and location.

KEY CONCEPTS/LANGUAGE/VOCABULARY TO DEVELOP

Vocabulary student will need to understand:

Legend Grid Collector/Surface Streets Freeway

North, South, East, West

CONTENT SUPPORTIVE

Student should know which way is north, south, east and west

Point out parks, airports, rivers, mountain ranges, subway system, neighboring towns and cities, county lines.

TIME NEEDED

1 - 1.5 hours

INTRODUCE LESSON

Prepare students to learn by asking :

- When the last time was they used a map?
- Did they use a map of school to find their classes?
- Who is the map reader in your family when one is needed?
- What other types of maps do we use? (weather maps, road maps, topography maps, world maps, wind maps, graphic organizers, atlas , geographical maps) Show different maps to student.

EXPLORE

Pass out local city map to students (Qwest Dex Map). Spend a few minutes examining the map. Point out major freeways, highways, airports, and places of interest. Ask students to point out areas of interest.

- *Teacher says*

Maps are a source of travel information. They provide us with information about streets, sites, and distances between points.

- *Teacher says*

Find your home on the map. What are the closest major cross streets?

Find your school on the map. Is it north, south, east, or west of your home?

How can you determine north, south, east, or west on a map?

Discuss and explain direction and legend on map.

- *Teacher asks*

Where are the freeways in our city? Do they connect? Which way will the freeway(s) take you? What are surface streets? What purpose do you think they serve?

Point out freeways and major surface streets. Highlight for easier viewing.

- *Teacher asks*

Do you know what "grid" means on a map? If student is unfamiliar with grid system, point out grid lines, show student how to find a location by using the grids and alphabetical street listing. Grid lines can be highlighted for easier viewing.

- *Teacher says*

I am going to give oral directions to a location on the map. See if you can tell me where I am directing you. *Speak slowly, give directions which student would be familiar with, observe student reaction. If student is having difficulty, point to starting area on map to help student situate self. Repeat directions. Practice a few times and then let students practice giving and receiving directions. Monitor room, students for understanding.*

ENRICHMENT

Have student collect different maps for a classroom display.

Have student draw a map depicting their neighborhood. Ask student to detail map with information such as grocery stores/shopping centers, skating rink, pizza parlor, churches, schools, civic center, etc. (SDAIE - Walter).

Last 15 minutes of class allow for map reading test on Washington DC. (Mannix).

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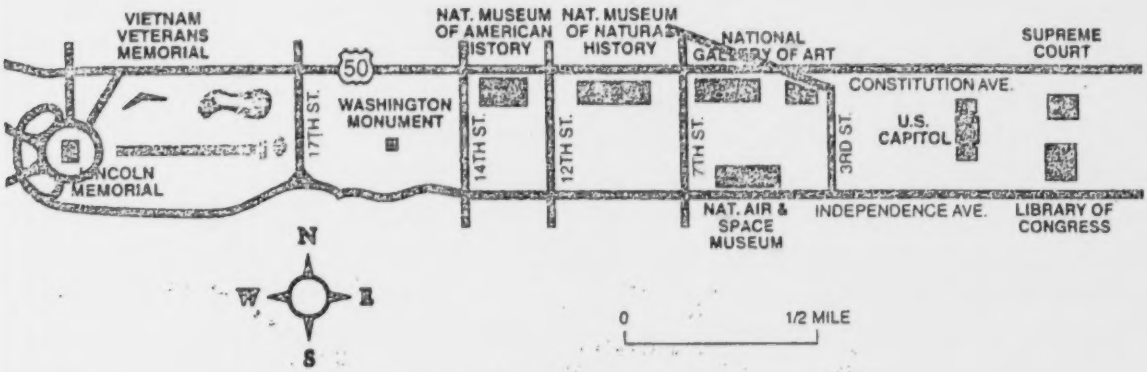
Name _____ Date_____

Reading a Map

Directions: Below is a map of highlights of Washington, D.C. Use the map to answer the questions below.



1. What national monument is on the west side of this map?

_____

2. What two buildings are on the east side of this map?

_____

3. What direction is the U.S. Capitol building in relation to the Supreme Court building?

_____

4. What is the scale of miles?

_____

5. Give directions from the National Museum of Natural History to the National Air and Space Museum.

_____

_____

6. What two major avenues run east and west?

_____

7. What building is between 14th street and 12th street?

_____

8. Where is the Vietnam Veterans Memorial in relation to the Lincoln Memorial?

_____

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Creative Jobs
Lesson Topic: Oral Language

Note: This lesson is designed to meet the oral language needs and special characteristics of high school students with behavior disorders. It is designed to meet their needs as they prepare to transition into employment. Self-determination components include decision making, (deciding what jobs are available for teenagers), choice making (what jobs fit different skills), self-evaluation (what skills do I have), self-awareness (these are the skills I have) and self knowledge (different jobs available). This lesson builds on the students effective use of vocabulary as they determine different jobs and skills of teenagers.

Chronological Age: 14-21

Grade Level: 9-12

Type of Disability: : Students with learning disabilities, emotional handicaps, mental retardation, and other health impairments/traumatic brain injuries.

Short Term Instructional Objective:

Given a skill worksheet, students will speak with other peers while brainstorming job ideas relevant to skills. They will also speak to the class and share their job ideas within a 40 minute class period as observed by the teacher.

Materials Needed:

Overhead projector and blank transparency
Skill Worksheets for group work. (Highlight numbers for group to complete)
Books about Teenagers and jobs

Approximate Amount of Time for the Lesson: : (40 minutes)

Teacher Action:

The teacher will ask each student to be thinking of ways that teenagers EARN money. The teacher will ask each student for his/her answer and write it on the overhead transparency. The teacher will then discuss with the students their present jobs and their interests for future jobs. Explain to the class that all students have strengths and skills that they can build on and can be employable skills. To help them understand this concept they will work in groups as they brainstorm possible job ideas for each skill listed. They will then report their findings as a group to the class. Divide the worksheet questions among the groups (1-5, 5-10, 11-15). Give a clipboard and worksheet to each group. Ask them to be as creative as possible. (This should take approximately 20 minutes)

At the completion of the group's brainstorming the teacher will have each person share with the class his/her group ideas for each of the skills discussed in the worksheet. (This should take approximately 10 minutes)

After each person has given his/her comments about the different jobs, take out the overhead transparency and draw a line under their previous ideas and ask if anyone has other ideas that they would like to add to our list about how teenagers can earn money.

The teacher could mention that sometimes it is just a matter of being observant in ones own neighborhood of the different businesses that could offer employment to teenagers. The teacher would then list the different places of employment that s/he knows about from the ecological assessment such as McDonalds, Fry's Food and Drug Store, Walgreens, Mary's Cleaners, and Papa Johns . (This should take approximately 5 minutes)

At the conclusion of this discussion, share different books and newspaper articles about enterprising teenagers that they might be interested in reading about during their SSR time. Thank them for their participation. (This should take approximately 5 minutes)

Expected Learner Behaviors:

The students will contribute ideas about how teenagers earn money to add onto the transparency. They will participate with others in their group as they brainstorm together possible jobs centered on the known skills. They will then share with the class their ideas about the different jobs. Students will receive verbal praise and be thanked for their comments.

Ecological Assessment:

The school and the students' neighborhoods are close to many businesses where students may apply for different jobs such as McDonalds, Fry's Food and Drug Store, Walgreens, Mary's Cleaners, and Papa Johns

Monitoring:

This lesson plan will use Lovitt (1991) monitor #18 interaction analysis. This is where the teacher will keep different marks for each time the student contributes an idea and a different mark for when he responds to a remark. This will help the teacher to monitor the student's interaction with others.

Discipline System:

I will have the classroom rules and consequences written out on the board. As a class we will review the rules often. For my students with ED, I will also have individual contracts on each student (Lovitt, 1995, p. 297).

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Arizona Academic Standards for Students:

Language Arts Standards

Standard 3: Listening and Speaking
LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information

This lesson meets this Arizona standards for students because students will brainstorm their ideas about job opportunities using the required skills. They will use effective vocabulary to communicate their ideas. They will then organize and summarize their ideas to share with the class.

CEC Common Core Competencies:

Common Core 4: Instructional Content and Practice
K6. Life skills instruction relevant to independent, community, and personal living and employment.
S3. Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
S13. Establish and maintain rapport with learner.

This lesson meets the CEC competency because it discusses the variety of jobs that teenagers can do and the necessary skills needed in order to be employable. There will be teacher/student rapport because the lesson is designed to have classroom discussion about teenagers being employed. This lesson is designed to use the overhead projector.

AZ. Department of Education Professional Teaching Standards:

B. Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan. The performance assessment shall measure the extent to which the teacher's planning:

B 5. Addresses prior knowledge of individual and group performance

This lesson meets ADE competency because it addresses student's prior knowledge about teenagers' jobs.

Bloom's Level of Taxonomy:

Knowledge (list ways teenagers can earn money), Comprehension (types of jobs from skills), Application (Who has a job?)

Self-Determination Skills and/or Life skills:

Choice making, self-evaluation, self-advocacy, self-awareness, self-knowledge, transition to employment.

Sheltered English Technique:

A. Comprehensible Input and Output

A 2. Implements listening activities to assist students in developing the sounds of English

C. "Sheltered: Content Instruction

C 6. Engages students in active participation activities and responses. Use of cooperative learning as in the division of labor (divide the worksheet)

D. Thinking Skills

D 1. Asks questions, gives directions, and generates activities to advance students to higher levels of thinking (from recalling to evaluating)

Rationale for Cross Categorical Teacher Action:

Students with LD, MR, EH, and OH/TBI may be delayed in spoken language. They may also have difficulty relating to others. Many students with these disabilities have a low attention span. Therefore, the use of classroom discussion and small group collaboration for brainstorming will help encourage students to speak.

This lesson gives the students opportunities to improve their oral language by encouraging them to contribute to class discussions by speaking their ideas. It also gives them a chance to use conversation with their peers while they brainstorm their job ideas for the skills worksheet and finally they will speak publicly to the entire group.

This lesson changes the environment setting from group discussion, to small group brainstorming, and individual performance. This will help students with low attention span stay interested.

This lesson also uses division of labor which is very helpful for students with LD. This will take away the overwhelming feeling of "too much." The division of labor allows the LD student to realize that the worksheet will be shared among all classmates to make it more manageable and it also simulates what many people do at work.

Effective Teaching Practices:

This lesson is based on Bos and Vaughn's best practice of oral language (see pgs. 83-88)

Why I Selected This Lesson to include in the Lesson Plan Portfolio:

I included this lesson into my lesson plan portfolio because I feel it is a good lesson for all disabilities in preparation of transition to employment. I feel it helps students to improve their communication skills in a non-threatening environment. It is well paced and is something the students can use their background experience to contribute to the classroom discussion.

Survey of Skills

Directions: Write down different job ideas for the skills listed. Use your imagination or ideas from the list of jobs.

1. You know how to read.
2. You know how to wash dishes, tables, and counters.
3. You know how to care for small children.
4. You know how to operate a lawn mower.
5. You know how to measure food ingredients.
6. You have a driver's license.
7. You have the ability to talk plainly.
8. You know how to talk politely.
9. You are responsible.
10. You know how to care for animals
11. You have good telephone skills.
12. You know how to follow directions well.
13. You know how to operate a computer keyboard.
14. You know how to count money and make change.
15. You know how to write legibly.

Job Ideas

Veterinarian's Aide
Receptionist
Delivery person
Cook
Gardener
Cashier
Clerk
Baby-sitter
Waiter/waitress
Floral salesperson
Maitre d'hotel

Reading Acquisition Lesson

Lesson Title: Lame Deer Remembers His Childhood, adapted from the autobiography by John Fire/Lame Deer and Richard Erodoes: Reading Acquisition

Arizona Sate Standards: Standard 1

PO 1. Extract critical details or elements of literature

PO 4. Extend ideas presented in the text

PO 5. Connect prior knowledge to information available

CEC Common Core Competencies: CC 5: Planning and Managing the Teaching and Learning Environment

K4 Ways to create learning environments that allow students to retain and appreciate their own and each other's respective language and cultural heritage.

Rationale: This lesson is designed to engage the students in a reading activity that relates to other cultures.

ADE Teacher Certification Competencies: C Standard 2.

1. Establishes and maintains standards of mutual respect
4. Respects the individual differences among learners

Rationale: This lesson addresses some of the differences between cultures. It helps children to gain knowledge from another culture's perspective and to appreciate the uniqueness.

Grade Level: 9-12th

Sheltered English Techniques: Vocabulary Definitions on an Overhead (Word Wall); Tapping into shared cultural experiences

Objective: Given a short story, students will read orally in class and answer related questions on a separate sheet of paper with 80% accuracy, as measured by product review directly after the lesson.

Type of Disability lesson is designed for: Students with Learning Disabilities

Self Determination Skill: Self-Observation and Self-Knowledge

Rationale for Cross-Categorical Teacher Action: Students with learning disabilities in reading may need additional reinforcement when given a reading assignment. The vocabulary list will help to familiarize the students with unfamiliar terms before beginning the actual reading process.

Materials Needed: Reading Material, transparencies, overhead projector

Teacher Actions: Introduce new vocabulary terms

- Prairie- a large area of land with rich soil, grass, and very few tress
- Notch- a V-shaped mark cut into a material, such as wood or cloth
- Ceremonies- special events, such as weddings and graduations
- Pampered- treated with a great deal of attention; spoiled
- Harsh- cruel, unpleasant
- Awl- a sharp pointed tool for making holes in leather
- Gasped- the sound heard when a person very loudly and quickly draws in a breath after being shocked or surprised
- Powwow- a meeting or gathering of a tribe

Students read *Lame Deer* aloud, each reading one or two paragraphs

During the story check for understanding of terminology.

- Pine Ridge and Rosebud are Indian Reservations in South Dakota.
- Reservations are areas of land set aside for Native Americans.
- Many Native Americans refer to months as moons. A new month begins with every new or full moon. Every moon has a name. For example, December is called "Moon of Frost in Tipi."

After the story has been read, students should answer questions on a separate sheet of paper.

1. What is Lame Deer's relationship with his family?
2. What does the "Piercing of Her Ears" ceremony mean to a young Sioux girl?
3. How does Lame Deer lose his gray horse?
4. What lesson do you think Lame Deer learns from losing the horse?
5. A) What kind of man is Lame Deer's father?

   B) What clues in the story led you to your answer?
6. How do you think Lame Deer feels about his childhood years?

Expected Learner Actions: Students will read new vocabulary words and their meanings. They will read *Lame Deer* aloud during class. They will then answer questions pertaining to the story. Cultural heritage will be studied and explored. Each student will have the opportunity to write about his or her own heritage.

Monitoring System: Product review as well as teacher observation will be the main form of monitoring. Grades will reflect the student's ability to make appropriate connections between the reading passage and the follow-up

questions. Class participation will be required via oral reading and sharing of student's own culture.

Discipline System: Students are expected to read silently as their peers are reading aloud. Any evidence of off-task behavior will result in a warning, loss of privilege, and/or note to parent.

Modifications: Students will orally or in writing share some of the unique characteristics of their own culture. The teacher should model this with examples of his/her culture.

Outcome Description

Reflection

I taught *Lame Deer Remembers His Childhood* (reading acquisition) at my internship site. The oral reading portion went well. The students had several questions pertaining to some of the terminology in the story. I took quite a bit of time explaining how some of the terms differed from ours. I began to ask the students if they knew anything interesting about their own heritage. They seemed to perk up at this point and share all of the information that they knew. Some were unfamiliar with the unique characteristics from their culture but others who shared similar backgrounds enjoyed informing them.

Lesson Plan: Numbers and Money
Topic: Life Skills
Grade: High School
Disability: Students with MR/LD/Autism/CP

Objective: Given a number line and a set of blocks student will build a given number, trade the blocks for dollar bills, and use the Give-to-Next-Dollar Strategy[2] to purchase a grocery product. The student will demonstrate an understanding of numbers and dollar amounts at the end of the lesson by purchasing one grocery product from the cashier, with 100% accuracy as measured by the cash register drawer popping open.

Rationale for the Cross-Categorical Teaching Actions in terms of the special needs of the learners: Students with various disabilities have a wide range of characteristics. Some of these are limited speech or communication, difficulty in basic physical mobility, and tendency to forget skills through disuse. The lesson incorporates various teaching and learning strategies to appeal to a diverse group of students.

Bloom's Taxonomy: Knowledge, Comprehension, Application

Self-determination Skill: Decision making and problem solving skills.

Arizona State Standards:
Mathematics Standards
Standard 1: Number Sense
(Functional)

- 1M-FS1. Develop an understanding of number meanings and relationships
  - PO 1. Demonstrate number concepts one, two, three
  - PO 2. Demonstrate concepts of 'more', 'one more'
  - PO 4. Read written numerals 0-9

This standard is met because the student must know the numbers and how to use them in order to answer the teacher's questions.

- 1M-FS3. Use manipulatives to count, order, and group
  - PO 2. Count out requested number of objects up to ten with an example
  - PO 4. Match number of objects to number symbol

This standard is met because the lesson asks the student to use blocks and play-money throughout the activity.

- 1M-FS4. Identify and use money in real world situations
  - PO 2. Count out requested number of dollar bills up to ten with an example
  - PO 3. Identify amount of purchase
  - PO 4. Given a purchase price, student determines if s/he has a sufficient amount of money to pay for the item

This standard is met because the final requirement is to purchase an item from the cashier.

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Workplace Skills Standards
Standard 1: Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

(Readiness)
- 1WP-R1. Follow simple directions
  PO 2. Complete directed work

This standard is met because the lesson incorporates a number of directions that must be followed in order to know what to do.

(Foundations)
- 1WP-F3. Apply critical listening skills
  PO 1. Listen effectively
  PO 3. Respond appropriately

This standard is met because it is necessary to listen to directions to complete the activity.

(Proficiency)
- 1WP-P4. Participate in conversation, discussion and/or groups presentations using verbal and nonverbal communication with appropriate style and tone for audience and occasion
  PO 1. Apply group interaction skills

This standard is met because a portion of the lesson requires the students to work in small groups.

MATERIALS:
Index cards
  Numbers 3 - 9
  Numbers 1, 2, 3
  Visual cues
Number lines
Manipulatives (blocks)
$1 bills (play money)
Grocery products
Cash register

Teacher Actions:
1. Teacher will tape numbers 3-9 underneath student chairs.
2. Teacher will then discuss → It is important to be able to count for many reasons. One reason is that when we get hungry and want to buy food at the store, we need to be able to count our money to make sure we have enough. Let's practice. I want each of you to tell me how many blocks you have, and I will trade you for the same number of dollar bills.

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3. Together, student and teacher will count out <aloud> the dollar bills to equal that same number.
4. Teacher will facilitate a discussion about the Give-to-Next-Dollar Strategy <modified to count up two dollars>.
    - When buying food at the grocery store there are two things that we need to remember (1) identify the dollar amount, and (2) go up two.
    - Okay, let me see if I can do this. <teacher models the concept - talking self through the process out loud>
    - I want to practice once more, can everyone help me? <teacher leads guided practice with a different item>
5. Teacher will direct the students to their cooperative learning activity.
    - Does everyone remember the teams from the beginning of the year?
    - When I say go, I want you to stand up and bring a chair to sit in your groups.
    - I am going to give everyone a card with a number on it. The number will be a 1, 2, 3.
    - I want everyone to give their money to the teacher helper in your group.
    - We are going to practice buying groceries, like you helped me do up here.
    - Now, when I say a number, you need to look at your card, and if you have that number then you need to go and get a grocery product.

Expected Learner Actions:

1. Students will find a number from under one of the chairs.
2. Students will use number lines and blocks to build a block tower as tall as their number indicates.
3. One at a time - student will tell the class how many blocks "tall" the tower is.
4. Student will ask the teacher for <that same number of> dollars.
5. Together, student and teacher will count out <aloud> the dollar bills to equal that same number.
6. Students will break into their small groups <each group will have a teacher assistant>.
7. The student from each group will select a grocery product and bring it back to the group.
8. The group will work together to determine how much money is needed to buy that item.
9. The teacher helper will give the amount of money, decided upon by the students, to the student who chose the product.
10. The group will repeat <steps 10-12> until everyone has an item to purchase.
11. Each student will go to the checkout and purchase their item to see if the group figured it out correctly.

Discipline System:

The student will successfully follow the lesson to its completion while demonstrating the above expected learner actions. If the student chooses not to, they will not be able to participate in the community-based instruction implementation of this lesson when the class goes to the grocery store.

Achievement of Lesson Objective:

Student will purchase a product from the cashier and the money drawer will pop open!

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Reflection: Math Computation

I really feel like the whole lesson went well. I had a great time doing the lesson. I had fun and I really felt like everyone else did also. More specifically, I feel successful with the application of my communication skills. I feel I communicated appropriately for their age and it felt very natural. In addition, I was able to think on my feet. During the lesson I added some bits to my discussion that were not in my original "script," but I feel like no one would suspect that. Further, I realize that I used more effective teaching practices in my lesson than I had identified prior to the demonstration. All components came together to result in a positive experience.

There were a few instances when it became necessary to adjust portions of the lesson. The first was at the beginning of the activity. When I explained to the "kids" why one student was getting Skittles instead of M&M's. I planned on telling them that she was allergic to chocolate. I had not planned on mentioning that I knew this, because I looked on her emergency card, which her mom or dad filled out at the beginning of the year. However, I did interject that information, and I feel it turned out to be quite effective, as the students were able to "see" how I knew that. One other instance was that I had planned to tell the class (intern to intern) that M&M's should only be used on special occasions. But, at the last second, I spoke (teacher to 1-2nd grade student) and told them that as a celebration for their hard work the day before; we were going to practice using M&M's! Ultimately, these adjustments were not necessary per se, but they were in-the-moment additions, and I feel they were a benefit to the overall lesson.

There are a few improvements I plan to make when designing the next lesson. First, I will consider more carefully the time factor, and have modifications in mind to

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shorten or lengthen the lesson as needed. Second, I will make sure to gather extra supplies. That way, if I miscount when I am preparing my supplies, I will not come up short, as I did with my M&M teacher props." Third, I will have on hand, the materials necessary to implement a behavior modification if one should become necessary. For example, I was asked, (intern to intern) if I had any manipulatives to replace the M&M's if behavior deemed it necessary. I thought to myself, "Oops!" I think that with these improvements, I will be better prepared.

There were concepts from the textbook, Teaching Students with Learning and Behavior Problems, demonstrated in this lesson. One of them revealed itself in the beginning of the lesson.

> "Many students with learning and behavior problems have difficulty with the language of computation. Yet understanding vocabulary is important for success in the regular classroom, application to math story problems, and communication with others" (Bos and Vaughn, P.356).

This idea was represented within the initial discussion about the meaning of addition and subtraction. I wrote "addition" and "subtraction" on the board and asked the students to tell me some other words that meant the same thing. I wrote their responses on the board. The lesson encompassed other strategies discussed in the textbook as well.

Reflection: Life Skills

This lesson was very successful. With this group of students there is a wide range of ability. The lesson incorporated several modes of instruction in order to appeal to the various learning styles and abilities. Kinesthetic learning was facilitated through the use of hands on materials such as blocks, number lines, play-money, and actual grocery products. Auditory learning was fostered through use of teacher directed activity by guided instruction and modeling. Visual learning was supported by using picture cues, writing on the board, and using real products. With the implementation of these effective teaching strategies each and every student was able to progress through the lesson from beginning to end. The students were eager to checkout at the cash register. Seeing the drawer pop open was their celebration for getting the correct answer.

There were three surprises. The first surprise was that the cash register did not work when we went to use it. Needless to say, I did not check to see that it worked properly before class began. I will remember for next time, these little details can become quite large obstacles. Within this surprise, was another. While the class and I were waiting for the other teacher to figure out the register, I was quick to think of a way to relate this inconvenience to a real life situation. The students participated in the discussion and it brought us patiently through the period of downtime. The third surprise was the fact that each and every student made it through the entire lesson. Upon completion of the lesson, I was able to see that the lesson was quite involved and with the range of personalities that I was teaching, there was great potential for complications. The wonderful surprise was that they all stayed with me until the end.

If I were to build on to this lesson, I would incorporate community-based instruction. The class would take a trip to the grocery store and practice using the "Next dollar strategy" that was introduced in the lesson. I would bring the cue cards and go to the cracker aisle, for instance, so the students could find the products that had been used in the classroom.

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Title: Word Problem Strategies

Age: 9th-12th grade

Disability: Students with mental retardation

Lesson Topic: Developing problem-solving skills through inquiry-based techniques

Learning Objectives: Students will learn a variety of techniques to help them master *Math Word Problems.*

Key Concepts/Language/Vocabulary to Develop:

- Content Obligatory: English Language learners and students with learning disabilities will develop strategies to differentiate key information from that which is less relevant in word problems.
- Content Supportive: Introduction of terminology used in heuristic strategies; analogy, annotating, detail analysis, deletion, sorting, symbols, and formulas.

Introduce/Teacher Actions

Provide students to learn with:

- Experience: Identify common math situations that word problems are necessarily used in. Recipes, shopping, planning, etc.
- Prior Knowledge: Question students to determine what they already know about solving math word problems. Brainstorm and discuss methods that they may already use. Use KWL charts to find out

which specific areas the students may be struggling in and what they would specifically like help with.

Explore

Provide relevant instruction and practice through:

- Presentation: Provide examples of word problems and allow the students to orally work through them.

Explain the seven procedures:

1. Analogy- Students can develop their own word problem in small or large groups. Discuss the predictable organizational patterns of the word problem they made up.

   Discuss- Mindy has 8 oranges. She gave 4 oranges to Fred. How many does she have left?

2. Annotating- Using the word problem that the students made up or a teacher-made word problem, have the students underline the verbs found in the directions. The students should also bracket the numerical information found in the problem. They are to do this before attempting to solve the problem.

   Underline and Bracket- Sally's teacher asked her to count the days of the week. If there are 4 weeks in 1 month, how many days are there in that month?

3. Detail analysis- Use highlighters to separate important information from unimportant information.

   Highlight- Shari' class is going to the Floating Lab in San Diego for a field trip. It takes 6 hours to drive from Phoenix to San Diego. To make one round trip, how many hours would it take?

4. Deleted details- Students are to cross out unimportant facts from the word problem. This will eliminate confusing jargon that is irrelevant to the math problem.

   Cross Out- After returning from the shopping mall, a father gave 7 marbles to each of his daughters. How many marbles did the 7 daughters have in total?

5. Detail sorting- Students must decide which details in the word problem are necessary in the algorithm to solve it.

   Sort- A 9-year-old boy and a 7-year-old girl each bought 3 granola bars. How many granola bars did they have altogether? 3+3=6

6. Symbolized operations- The students will identify which symbols are needed to solve the problem.

   Symbols- Juan bought a lamp on sale for $13.50. The lamp sold originally for $15.50. How much did Juan save? (-)

7. Formula designation- On a provided worksheet, have the students write the formula needed to solve each problem in the margin. They should focus on restating the words of the problem with letters (variables).

   Write the Formula- Enzio has 5 pals who work with him. They can clean a yard in 20 hours. If Enzio wishes to reduce the cleaning time to 8 hours, how many helpers does he need? Students could use the first letter of each word to write the formula. P= number of persons required to complete the task; H= number of hours needed to complete the task; and TWE is the Total Work Effort required.

   6x20=120, or p x 8=120, solve for p.

- Practice: Allow students to work on each of these procedures to determine which method they prefer. Monitor students by meeting with them one-on-one feedback, direction, and guidance.

Extend

Teach the students how to identify key words such as; more than, less than, away from, all together, in all, take away, etc. Use different object to provide a hands-on approach to math. Pennies, candy, macaroni, buttons, pencils, and blocks will give them a tangible idea of the actual problem.

Assess (Evaluation Method)

Monitor students math word problem strategies by providing worksheets and instructing them to solve the problems using only one given strategy. After all seven methods have been assessed, record data of the strategies that seem to be most successful.

Assessment of Lesson Effectiveness: This will be done by grading the worksheets provided for the method of evaluation and also noting which strategies are most used to perhaps get a sense of the students comfort levels with the strategies. The strategies that are not most often used, I might consider going over again with the students to ensure comprehension.

Rationale for Cross Categorical Teaching Actions:

"By definition, students with mental retardation have delayed intellectual function. This does not mean that they cannot learn, but it does mean that they learn at a different pace than their normally-developing peers" ("Students"2). Students with mental retardation frequently have difficulties solving problems, and understanding the relationships to generalize the lesson from one situation to the other.

Arizona Department of Education Teaching Standards:

Standard 1 #8 Includes learning experiences that are developmentally appropriate for learners.

Standard 2 #7 Promotes appropriate classroom participation

Standard 3 #1 Appropriately implements a teacher-designed lesson plan

Standard 3 #4 Models the skills, concepts, attributes, or thinking processes to be learned.

Best Teaching Practices: This also displays Bos and Vaughn's practice of previewing, predicting, and activating prior knowledge through discussing each study strategy as related to chapter 5. This lesson also helps to teach generalization and promotes memory as related to Bos and Vaughn's chapter 8 on mathematics.

Arizona Academic Standards:

Language Arts Standards-Standard 3: Listening and Speaking

Readiness (Kindergarten)

LS-R2. Follow Simple Directions

Mathematics Standards

Standard 1

1M-F3. Understand the meaning for and application of the operations of addition, subtraction, multiplication and division

PO 1. Demonstrate with models to show the process used in addition

PO 2. Demonstrate with models to show the process used in subtraction

PO 3. Demonstrate with models to show the process used in multiplication

Council for Exceptional Children Core Competencies:

Common Core 4: Instructional Content and Practice

Knowledge 3: General and special curricula for individuals with exceptional learning needs.

Skill 4: Prepare appropriate lesson plans. This is demonstrated through my written lesson plan.

SDAIE: Instruction is concentrated around themes and content appropriate to the students' grade level.

Self Determination: Self-awareness and self-knowledge.

Monitoring System: Task Analysis will be used to measure student performance. The task analysis will collect the data based on the lesson plan, by measuring the student's performance of the objectives.

Discipline System: I favor Frederick Jones's model of discipline and plan to employ his tactics in my classroom for behavior management. Jones suggests such tactics as close proximity with your students and demonstrating the proper behaviors to demonstrate in class. Using Jones's model can help to prevent the negative behaviors from even occurring and only reinforce the positive behaviors.

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